



Understanding the Common Core State Standards to Prepare Students for the 21st Century



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

The Common Core State Standards Initiative



Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org



Why Common Core State Standards?



- ◆ **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- ◆ **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- ◆ **Equity:** Expectations are consistent for all – and not dependent on a student's zip code.
- ◆ **Clarity:** The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- ◆ **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.



Process and Timeline



K-12 Common Standards:

- ◆ Core writing teams in English Language Arts and Mathematics (See www.corestandards.org for list of team members)
- ◆ External and state feedback teams provided on-going feedback to writing teams throughout the process
- ◆ Draft K-12 standards were released for public comment on March 10, 2010; 9,600 comments received
- ◆ Validation Committee of leading experts reviewed standards
- ◆ Final standards were released June 2, 2010
- ◆ **Indiana's State Board of Education adopted these standards on August 3, 2010**
- ◆ 41 states have adopted these standards to date
- ◆ The standards are available in the Print Library at doe.in.gov/standards



Common Core State Standards Design



Building on the strength of current state standards, the CCSS are designed to be:

- ◆ Anchored in college and career readiness*
- ◆ Focused, coherent, clear and rigorous
- ◆ Internationally benchmarked
- ◆ Evidence and research based

***Ready for first-year credit-bearing, postsecondary coursework in mathematics and English without the need for remediation.**



Common Core State Standards Evidence Base



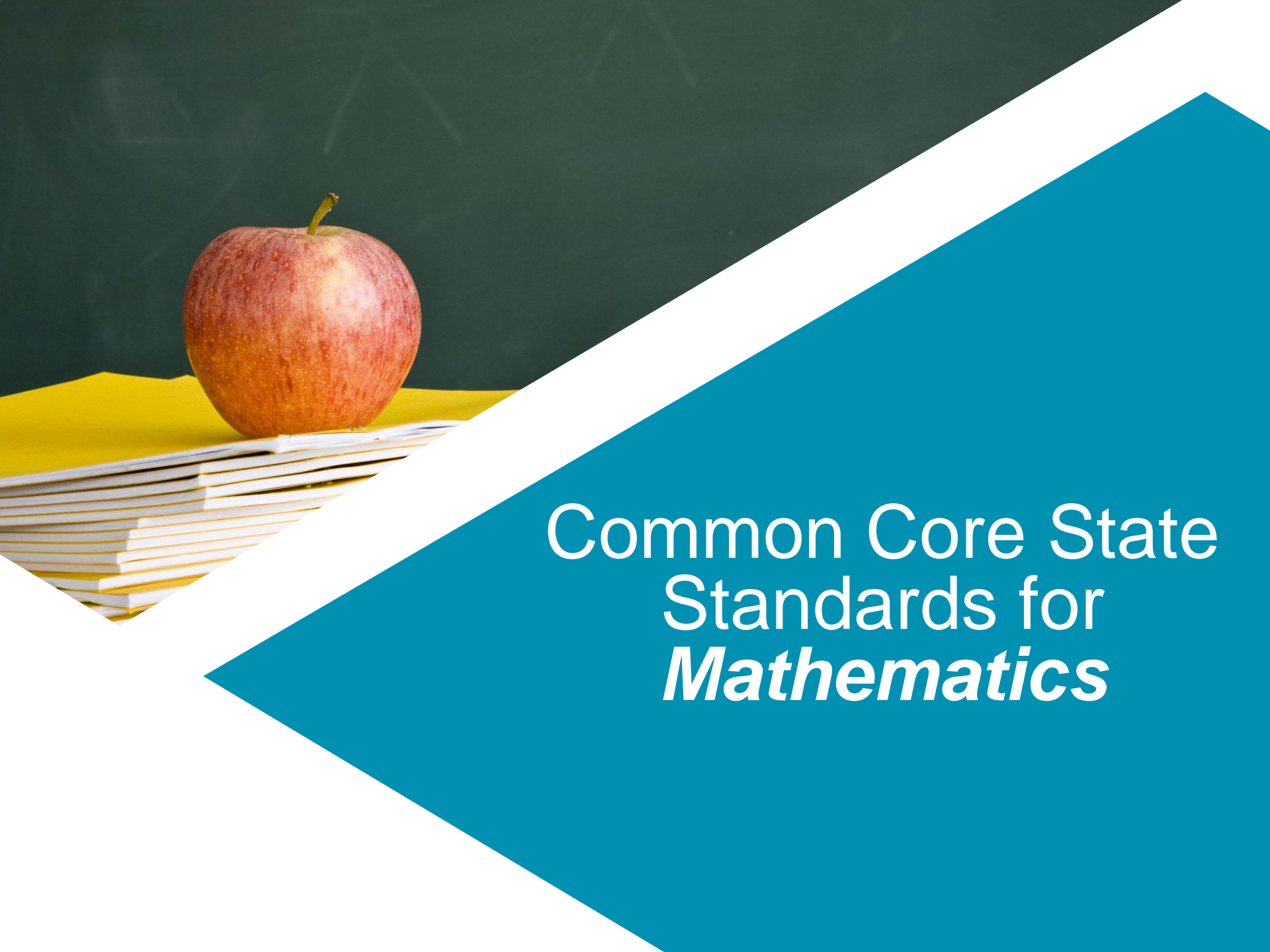
Evidence was used to guide critical decisions in the following areas:

- ◆ Inclusion of particular content
- ◆ Timing of when content should be introduced and the progression of that content
- ◆ Ensuring focus and coherence
- ◆ Organizing and formatting the standards
- ◆ Determining emphasis on particular topics in standards

Evidence includes:

- ◆ Standards from high-performing countries, leading states, and nationally-regarded frameworks
- ◆ Research on adolescent literacy, text complexity, mathematics instruction, quantitative literacy
- ◆ Lists of works consulted and research base included in standards' appendices





Common Core State Standards for *Mathematics*

Common Core State Standards for Mathematics



◆ Standards for Mathematical Practice

- Describe mathematical “habits of mind”
- Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement
- Connect with content standards in each grade
- Integrated into lessons for content (not taught separately)
- Similar to NCTM *Focal Points* Process Standards



Overview of K-8 Mathematics Standards



The K-8 standards:

- ◆ The K-5 standards provide students with a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions and decimals*
- ◆ The 6-8 standards describe robust learning in *geometry, algebra, and probability and statistics*
- ◆ Modeled after the focus of standards from high-performing nations, the standards for grades 7 and 8 include *significant algebra and geometry content*
- ◆ Students who have completed 7th grade and mastered the content and skills will be *prepared for algebra, in 8th grade or after*



Overview of K-8 Mathematics Standards



Each grade includes an overview of cross-cutting themes and critical areas of study

Operations and Algebraic Thinking

OA ← **Domain**

Represent and solve problems involving addition and subtraction. ← **Cluster Heading**

Standard

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.²

Standard

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Cluster

1.OA.2

: First grade, Operations and Algebraic Thinking, second standard

Grade

Domain

**Standard
Number**



Overview of High School Mathematics Standards



The high school mathematics standards:

- ◆ Call on students to practice *applying mathematical ways of thinking* to real world issues and challenges
- ◆ Require students to develop a *depth of understanding and ability to apply mathematics to novel situations*, as college students and employees regularly are called to do
- ◆ Emphasize *mathematical modeling*, the use of mathematics and statistics to *analyze empirical situations*, understand them better, and improve decisions
- ◆ Identify the mathematics that all students should study in order to be *college and career ready*



Format of High School Mathematics Standards



- ◆ High school standards are organized around five conceptual categories: *Number and Quantity*, *Algebra*, *Functions*, *Geometry*, and *Statistics and Probability*
- ◆ Modeling standards are distributed under the five major headings and are indicated with a (★) symbol
- ◆ Standards indicated as (+) are beyond the college and career readiness level but are necessary for advanced mathematics courses, such as calculus, discrete mathematics, and advanced statistics. Standards with a (+) may still be found in courses expected for all students



Model Course Pathways for Mathematics



Courses in higher level mathematics: Precalculus, Calculus (upon completion of Precalculus), Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or other courses to be designed at a later date, such as additional career technical courses.

Algebra II

Geometry

Algebra I

Pathway A

Traditional in U.S.

**Mathematics
III**

Mathematics II

Mathematics I

Pathway B

*International Integrated approach (typical
outside of U.S.)*





Common Core State
Standards for *English
Language Arts and
Literacy in History/
Social Studies, Science,
and Technical Subjects*

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



◆ College and Career Readiness (CCR) Standards

- Overarching standards for each strand that are further defined by grade-specific standards

◆ Grade-Level Standards in English Language Arts

- K-8, grade-by-grade
- 9-10 and 11-12 grade bands for high school
- Four strands: ***Reading, Writing, Speaking and Listening, and Language***

◆ Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- Standards are embedded at grades K-5
- Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12



Overview of Reading Strand



Reading

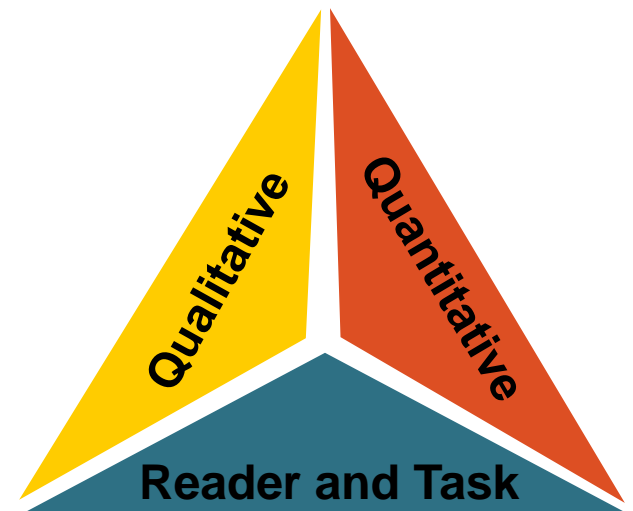
- ◆ Progressive development of reading comprehension; students gain more from what they read
- ◆ Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
 - Standards for Reading Foundational Skills (K-5)
 - Phonemic Awareness, Phonics, Fluency, Vocabulary for Comprehension
 - Reading Standards for Literature (K-12): Comprehension
 - Reading Standards for Informational Text (K-12): Comprehension
 - Reading Standards for Literacy in History/Social Studies (6-12): Comprehension
 - Reading Standards for Literacy in Science and Technical Subjects (6-12): Comprehension



Overview of Text Complexity



- ◆ Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- ◆ Text complexity is defined by:
 1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
 2. Quantitative measures – readability and other scores of text complexity
 3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned
 - Independent, Instructional, Frustrational



Example of Grade-Level Progression in Reading



CCR Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Standards for Literature

Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

Grades 11-12: Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Reading Standards for Informational Text

Grade 3: Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 7: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grades 11-12: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



Grade-Level Progressions Are Built K-12



Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts

RI

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 8.RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



Overview of Writing Strand



Writing

- ◆ Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- ◆ Focus on the use of reason and evidence to substantiate an argument or claim
- ◆ Emphasize ability to conduct research – short projects and sustained inquiry
- ◆ Require students to incorporate technology as they create, refine, and collaborate on writing
- ◆ Include student writing samples that illustrate the criteria required to meet the standards (See standards' appendices for writing samples)



Overview of Speaking and Listening and Language Strands



Speaking and Listening

- ◆ Focus on speaking and listening in a range of settings, both formal and informal
 - academic, small-group, whole-class discussions
- ◆ Emphasize effective communication practices
- ◆ Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

Language

- ◆ Include conventions for writing and speaking
- ◆ Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, reading, and the use of reference materials
- ◆ To be addressed in context of reading, writing, speaking and listening

21st Century Skills, Media and Technology are integrated throughout the standards.



Overview of Standards for History/Social Studies, Science, and Technical Subjects



Reading Standards for History/Social Studies, Science, and Technical Subjects

- ◆ Knowledge of domain-specific vocabulary
- ◆ Analyze, evaluate, and differentiate primary and secondary sources
- ◆ Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams

Writing Standards for History/Social Studies, Science, and Technical Subjects

- ◆ Write arguments on discipline-specific content and informative/explanatory texts
- ◆ Use of data, evidence, and reason to support arguments and claims
- ◆ Use of domain-specific vocabulary





Indiana's Implementation of the Common Core State Standards

November 2010

Indiana's Teaching and Testing of Standards Timeline 2011-12

Math

Teachers will teach Math 2000 standards

Teachers will also begin teaching Common Core standards

For ISTEP+ Math 2000 standards will be tested

Kindergarten will only teach Common Core

English

Teachers will teach English/ language arts 2006 standards

Teachers will also begin teaching Common Core standards

For ISTEP+ English/language arts 2006 standards will be tested

Kindergarten will only teach Common Core



Indiana's Anticipated Teaching and Testing of Standards Timeline 2012-14

Math

Teachers will teach Math 2000 and Common Core standards

For ISTEP+ and Algebra I ECA, Math 2000 standards will be tested, and Common Core items will be piloted

English

Teachers will teach English/ language arts 2006 and Common Core standards

For ISTEP+ and English 10 ECA, English/ language arts IN 2006 standards will be tested, and Common Core items will be piloted



National Anticipated Testing of Common Core Standards 2014-15



- *We anticipate a multi-state test on the Common Core State Standards.*
- *We expect this test will be given over the course of the year, so results can be acted upon, with the final section at the end of the year.*
- *We expect this assessment will be given online, with paper and pencil testing only used as an accommodation.*



How will IDOE help schools? Tools and Training on . . .



Standards Correlation Reports will be shared in 2010-11

IDOE developed E/LA and math curriculum maps


- ◆ To assist teachers with how to integrate the two sets of standards as we transition from the old to the new
- ◆ To assist teachers in determining the skills that underlie each standard and that students need to learn
- ◆ To provide a common sequence so assessments can be aligned which will inform adjustments to instruction

Development of Instructional Frameworks

Addition of the Common Core State Standards to the Standards Databases



Standards Print Library



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Print Versions of the Common Core State Standards

- English Language Arts
- Literacy Standards for Science
- Literacy Standards for Social Studies
- Literacy Standards for Technical Subjects
- Mathematics

Print Versions of the Indiana Academic Standards

- English/ Language Arts
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Kindergarten - Appendix A

11/18/2010

[184 KB](#)

Grade K-1 - Appendix B (Exemplar Texts)

11/18/2010

[184 KB](#)

Grade K-1 - Appendix C (Student Writing)

11/18/2010

[184 KB](#)

Grade 1

11/18/2010

[198 KB](#)

Grade 1 - Appendix A

11/18/2010

[167 KB](#)

Grade K-1 - Appendix B (Exemplar Texts)

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[184 KB](#)



Literacy Standards: History/Social Studies



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Grade 9-10	11/18/2010	100 KB
Grade 11-12	11/18/2010	111 KB

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Literacy Standards: Science



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Literacy Standards: Technical Subjects



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Grade 5	11/18/2010	387 KB
Grade 6	11/18/2010	345 KB

